Students´ and teachers' perceptions about the most effective motivational teaching practices in an EFL public high school context

BY

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AFFIDAVIT

I, Eunice Esther Barandica Sabalza, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

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Abstract

The present study is based on the importance of motivational teaching strategies proposed by Dörnyei and Csizer (1998) for engaging students in their EFL process from their perception and the teachers´. It is a non-experimental research using quantitative methods to collect data through two online questionnaires: one for teachers and the other for students to gain a wide range of information about participants' perceptions on motivational teaching strategies in a Colombian EFL high school context. The data collected are analyzed using inferential statistical tests to estimate separately the statistical significance between students and teachers, and then to compare the significance between students´ versus teachers' responses to find out which teaching practices both groups consider are the most effective for successful language learning.

The results of this study reveal that students and teachers agree on five teaching practices as the most motivational: "Properly prepare for the lesson", "Show a good example by being committed and motivated to helping the students succeed", "Develop a good relationship with the students", "Create a pleasant atmosphere in the classroom" and "Provide guidance about how to do the task". The micro-strategy "Properly prepare for the lesson" was ranked by students and teachers as the most motivational in this study, and the conceptual domain with the most motivational perception in both students and teachers was "Rapport", and the domains "Personal Relevance" and "Culture" were the least motivating for students and teachers, respectively.

Key words: EFL learning, effective teachers, motivation, motivational teaching practices, students' engagement.

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1. Chapter I. Introduction

“When schools become places for teachers to learn, they also become schools on the way to improvement.” (The Harvard Education Newsletter, 1997**)**

The Ministry of Education in Colombia (MEN) is currently striving for a good level of English proficiency in country’s public schools as stated in its document “Estándares Básicos en Competencia en Lenguas Extranjeras: Inglés, (2006, p. 3)”. This has also meant to make great efforts towards the attainment of these high standards. However, results have not yielded the expected outcomes at national and international levels yet. The report provided by the English Proficiency Index (2018) shows that Colombia ranks 60 among 88 countries in the world, and 11 among 17 Latin American countries.

In 2016, the Organization for Economic Cooperation and Development (OECD) analyzed strengths and weaknesses of the Colombian education system and provided some recommendations on how to address challenges to improve student´s outcomes. One of these recommendations is “to empower school leaders to play a greater role in improving teaching and learning processes in schools” (p.8). Colombia became member of this organization until recent 2018 and it has committed itself through the guidance of the National Education Ministry (MEN), “to improve teaching practices at all levels” (OECD, 2016, p.5).

In order to analyze teaching practices, it is worth exploring both teachers and learners perceptions as main actors of the language learning and teaching process since according to some research reports, there is certainly a connection between quality of teaching and students´ achievement (McCaffrey, Lockwood, Koretz, and Hamilton, 2003;

Rivkin, Hanushek, and Kain, 2000; Rowan, Correnti and Miller, 2002; Wright, Horn, and Sanders, 1997).

Other researchers have also pointed out that understanding and reflecting on language learning beliefs or perceptions is essential for effective teaching and learning (Ariani and Ghafournia, 2015; Arnold, 1999; Breen, 2001; Dörnyei, 2005). While these perceptions are widely recognized for their role in language learning processes, there seems to be a gap concerning the perceptions of students and teachers in connection to the motivational teaching strategies used by the English teachers in Colombian public schools. Learning how these strategies may influence EFL students' motivation, and which ones students consider help them engage in learning English is worth to be explored.

Research about how motivational teaching strategies in EFL has not been systematically conducted in Colombia. Some national researchers have analyzed teaching practices used by teachers at classrooms but in other educational settings (Flórez, 1994; Insuasty and Zambrano, 2014; Jaime and Insuasty, 2015; and Tamayo, 2002).While others Colombian scholars such as Buendía (2014), Caicedo (2015), Contreras (2016), Guapacha and Benavidez (2016) including learner autonomy, cooperative learning, teacher identity, language learning strategies and the history of English teaching in Colombia. For instance, in terms of learner autonomy and the process of becoming successful language learners, Buendía (2014) stated that EFL teachers ought to emphasize on goal setting and to promote spaces for reflection to gain more control over student learning and cognitive processes. He said that:

Teachers should reflect on their own roles and start behaving more as facilitators able to raise awareness in learners and help them plan their independent learning. The better learners become at monitoring their learning process and overcoming

learning obstacles, the more successful they will achieve as high proficiency students (p.48).

Guapacha and Benavidez (2016) carried out an action research study on language learning strategies (LLS), while recommending that in order to use and improve language performance, a careful selection of LSS, language tasks, learning resources, and appropriate strategies and students' language needs are required by EFL teachers. Concerning cooperative learning, Caicedo (2015) concluded that it would be valuable for EFL teachers to master cooperative learning strategies and give meaningful feedback to learners to improve L2 acquisition.

Furthermore, Contreras and Chapetón (2016) indicated that when teachers promote dialogue to guide students toward knowledge, students become active agents who participate and make decisions. They also stressed the importance of presenting topics related to students' interests thus making learning interesting and meaningful for them. Last, they highlighted the necessity to implement collaborative learning strategies to encourage learners to be more responsible for themselves and their group work.

Parallel, Torres (2016) presents a critical perspective research of the language policies and language requirements in Colombia, concluding that the implementation of these foreign language policies has contributed positively to teachers' professional development in spite of many barriers, lack of access and social recognition, and discriminatory policies.

Despite these valuable contributions by Colombian researchers, the effective teaching practices used by the English teachers on high school students have not been explored. However, the topic about motivational teaching strategies has already been tackled in other countries using similar methodologies but not in the same context. For

example, Phfal (2017) in Indonesia; Ruesch (2009) in Utah (USA); and Shousha (2018) in the Saudi context that they are mentioned as follow.

Phfal (2017) conducted his study on student and teacher perception of motivational strategies in rural Indonesian areas to know which motivational teaching practices were used in classrooms and which of them both teachers and students believe motivated students to learn a foreign language. The results from this study were organized according to Dörnyei´s second language motivational theory (2001) regarding the Self, the Ought to self, the learning environment and the phases in the motivational cycle and showed that students were conscious of their teachers' expectations in terms of students' hard work to achieve the ideal self. Besides, teachers´ results revealed that they believed they created a pleasant classroom atmosphere and encouraged initial motivation for students to learn English. However, it was also found that teachers required updating their pedagogies and they were expected to include different strategies to maintain motivation, especially in the unmotivated students.

Ashley Ruesch (2009) also explored student and teacher's perception of motivational strategies in the foreign language classroom (FLC). She based her work on the same motivational strategies Dörnyei and Csizer (1998) used but taking into account the student and teacher´s perception about which teaching practices both groups considered were the most effective to promote motivation at FLC. Her results showed that the three most motivational conceptual domains or teaching practices related to the teacher as a person, the rapport between the teacher and the students and the class climate.

Another study reports the work of Shousha (2018) that investigated student and teacher's perceptions on ten motivational strategies used by Dörnyei and Csizer (1998) to motivate students to learn foreign language in a university Saudi context. His research

highlighted the importance for students' perception on teaching practices and the difference between students` and teachers´perceptions. In his results, students considered that increasing their self- confidence is the most effective motivational strategy. They reported that this results from receiving positive feedback from teachers. They also valued the role of their teachers on guiding them to become autonomous and independent learners, and more engaged through interesting and challenging tasks. Conversely, the study also revealed that teachers prefer developing a good relationship with their learners (rapport) and, according to students´perceptions, they have to stress the importance of setting a good example with their own behavior.

All these studies evidence the importance of implementing appropriate motivational strategies in the classroom and which are the ones the students consider to be most effective. As in Colombia, studies of this type are very scarce, this research will help fill the existing gap on the literature from the national perspective. The study takes place in Barranquilla, in a public high School, ITD Cruzada Social.

This study focuses on identifying the motivational strategies students and teachers in an EFL class at ITD Cruzada Social consider are more effective. In order to do this, the following research questions have been defined:

Main research question

What are teachers´ and students' perceptions (beliefs) about the most effective motivational teaching practices for learning English as a Foreign Language?

Sub- questions

What teacher's practices do students consider help them become more engaged in their English learning process?

What motivational strategies used in the classroom do teachers consider are the most effective?

How do the perceptions of teachers and students compare?

2. Chapter II. Theoretical Framework

Quality teaching requires determining what strategies are needed for effective learning. Darling-Hammond (2006) declares,

> teaching is in the service of students, which creates the expectation that teachers will be able to come to understand how students learn and what students need if they are to learn effectively – and that they will incorporate that into their teaching (p. 4).

To this respect, Bruner (1977) recommended that it should be necessary to study "the methods used by 'successful' teachers as a way of determining effective practices" (p. 30). Thus, this section explores relevant information on key aspects that can familiarize EFL teachers with effective motivational strategies for successful language learning, as well as which teaching practices EFL students consider enhance their motivation for learning. This chapter presents the theoretical background that illuminates this research project, namely, effective teaching, effective teachers, motivation, and motivational strategies.

2.1 Effective teaching

Numerous studies have identified effective teaching as the most important school-based factor in student achievement (Brown & Atkins, 1988; Cotton, 1995; Creemers, 1994; Chen, Brown, Hattie, & Millward, 2012; Ellis & Worthington, 1994; Gordon, 1974; Hattie, 2009; Levine & Lezotte, 1990; Marzano, 2003; Mujis & Reynolds, 2001; Purkey & Smith, 1983; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Sammons, Hillman, & Mortimore, 1995; Scheerens, 1992; Scheerens & Bosker, 1997; Walberg & Haertel, 1992 ; Wright, Horn, & Sanders, 1997).

Effective teaching is also known as: ‘excellent teaching’ (Chen, 2007; Chen et al., 2012; Elton, 1998; Kane, Sandretto, & Heath, 2004); ‘highly accomplished’ (National Board for Professional Teaching Standards, Serafini, 2002, 2005); ‘effective’ (Aregbeyen, 2010; Arikan, Taser, & Sarac-Suzer, 2008; Davis & Thomas, 1989; Ganjabi, 2011; Gordon, 1974; Henry, Kershaw, Zulli, & Smith, 2012; Zhang, 2009, 2011; Zhang, Fu, & Jiao, 2008); ‘better teaching’ (Gore, Griffiths, & Ladwig, 2004), and ‘good teaching’ (Kember & Kwan, 2000; Sakurai, 2012; Vadillo & San, 1999). Even though researchers use different terms, all these studies refer to the best teaching practices used in classrooms.

To empower students to succeed in learning English as a Foreign Language (EFL), an upsurge of methodologies has been implemented. Traditional methods of teaching are teacher-centered where the core of the process are teachers who exert authority over students (Dollard & Christensen, 1996), demonstrating to students how to access knowledge and comprehend the information while students are in a receptive mode listening to teachers explanations (Huba & Freed,2000). It also implies that the fulfillment of a task is a prerequisite for obtaining something desirable (Chance, 1993).

This method is characterized by the constant use of textbooks and workbooks as the main resource (Acat & Dönmez, 2009; Edwards, 2004) to teach English, focusing on the students´ performance of grammar structures in which students compare native and target language rather than students’ needs. The opportunities of students to express themselves, to interact with their classmates are limited.

As opposed to this approach, student-oriented practices consider that teaching is not a “deposit” of information in the head of students; and they should not be passive

agents of this process (Freire, 1973). This methodology is based on Constructivism pedagogy (Bruner, 1961; Dewey, 1929; Piaget, 1980; Vygotsky, 1962), in which teachers are seen as facilitators of the learning process rather than managers of knowledge. Brophy (1999) argues that in this approach, students are expected to "strive to make sense of what they are learning by relating it to prior knowledge and by discussing it with others" (p. 49). Students' interactions are highlighted in this process as they are expected to find out solutions for themselves, affecting their learning.

According to Vygotsky (1978), teachers should provide verbal instructions and model behaviors or collaborative dialogues to allow students to practice their skills and internalize the provided information that they will use to regulate their performance, it is best understood as Zone of Proximal Development (ZPD). In terms of Wood, Bruner and Ross (1976), this process is known as "scaffolding", and it demands from teachers: "gaining and maintaining the learner's interest in the task; making the task simple; emphasizing certain aspects that will help with the solution; control the students 'level of frustration; and demonstrate the task". Silver (2011) added that in the classrooms, scaffolding instruction need to include:

> Assess the learners' current knowledge and experience for the academic content; relate content to what students already understand or can do; break a task into small, more manageable tasks with opportunities for intermittent feedback; and use verbal cues and prompts to assist students (p.28).

As stated by these scholars, the appropriate assistance or support given by teachers taking into account learners 'needs is the best strategy to achieve success.

Interaction has been adopted by researchers as a crucial strategy for promoting English learning. Dewey (1938) asserted "the principle that development of experience

comes about through interaction means that education is essentially a social process" (p. 58). Fosnot (2005) posits real learning is about interaction as he considers that "the way a teacher listens and talks to students helps them become learners who think critically and deeply about what they read and write (p. 102). LaParo and Little (2012) propose that "teachers need to be actively engaged in interactions with children in order for learning to occur" (p. 98). Also, as Nagaraju (2013) stated when students share with their teachers and partners, they feel less insecure to use English.

From all these authors, we can consider that teachers should encourage and give students plenty of opportunities to participate actively in class activities in which they negotiate meaning. In this way, they could become main actors of their own learning process and succeed in learning.

To have students involved in EFL learning, scholars have put emphasis on different classroom strategies that lead to improve learning. Bruner (1977) refers to stimulating their desire to learn by creating interest in the subject being taught, and what he terms "intellectual excitement" (p. 11).

The implementation of metacognitive abilities in classrooms are associated to several attitudes such as the development of emotional intelligence (Ghanizadeh & Moafian, 2010); self-efficacy (Ghanizadeh & Moafian, 2011); critical thinking abilities (Bagherkazemi and Birjandi, 2010); self-regulation (Paris & Winograd, 2001); learner autonomy (Benson, 2001; Ganza, 2004; Oxford, 1990); cooperative learning (Johnson , 2009). In order to do so, teachers should provide students with conditions and opportunities for exercising, discovering and applying knowledge which are essential and necessary skills for learning.

Effective teaching practices have been classified by researchers into various dimensions (Chen, 2007; González, 2000; Marzano, 2003; Serafini 2002). According to González (2000), teaching effectiveness faces seven challenges in EFL contexts "improving their language proficiency, being prepared to teach in diverse contexts, teaching with and without resources, implementing classroom-based research, having access to professional development, networking, and educating teacher educators" (p.13).

Serafini (2002) mentions five effective teaching practices " commitment to students, extensive knowledge about the subjects and how to teach these subjects, responsibility for managing and monitoring student learning, reflection on their practice and learning from their experience, and membership in learning communities" (p.316).

Marzano (2003), in his Teaching Effectiveness Model, provided nine effective instructional strategies: "identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; assigning homework and practice; using nonlinguistic presentations; implementing cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; questioning, cueing and providing advanced organizers" (p.304) to improve the quality of teaching resulting on student achievement.

Four topics related to effective teaching were found by Chen (2007) "caring for students, guiding students' all-round development, connecting school knowledge to other areas, and planning structured lessons" (p.288).

2.2 Effective teachers

Effective teaching is inherently related to effective teachers. It is of crucial importance to stress on the role of teachers in the learning process because when it alludes

to effective teaching, it refers to effective teachers. The expression "effective teacher" could be considered from different perspectives. According to the Center for High Impact Philanthropy (2010):

> A quality teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to marshal a broad array of techniques to meet student needs. They set high expectations and support students in achieving them. They establish an environment conducive to learning and leverage available resources outside as well as inside the classroom (p. 7).

The literature emphasizes on teachers "effectiveness" in terms of their mental health (Miller, 1987); their expertise about defining instructional goals, capacity to adapt instruction and material according to the students' needs (Porter & Brophy, 1988); professional autonomy (Sammons, 1996); their capacity to guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes (Hattie (2003); their accomplishment of the planned goals and assigned tasks in accordance with school goals, (Campbell, 2004); knowledge about students' needs and their support to students' individual differences (Shanoski & Hranitz, 2004); their capacity to welcome educational changes (Hargreaves &

Shirley, 2009); their practical experience, emotional intelligence, strategic knowledge, and ability to adapt to differing student requirements (Marzano, 2012).

According to Downey (2008), "students need teachers to build strong interpersonal relationships with them, focusing on strengths of the students while maintaining high and realistic expectations for success" (p. 57). This relationship should be based on respect and trust for ensuring students´ self-confidence in the learning process. Shukri (2010) added that positive teachers could influence students' achievement, to meet their potential; but cynical professors can cause lack of students´ motivation. According to him, "the profession of teaching must only be trusted to highly professional individuals and people with the necessary teaching expertise (p. 118).

According to the features about effective teaching identified by researchers, it can be concluded that an effective teacher should: have passion for teaching; love their students; be knowledgeable in their subject fields; skilled in transmitting their knowledge; seek continuous professional development: reflect for their improvement; show enthusiasm; have sense of humor; show commitment for students´ tasks and achievement; hold high students' expectations; diagnose students and select curricula based on students' needs; motivate students to higher learning goals; encourage active student participation; check for student comprehension; be interactive and provide students with feedback; respect their students; be accepting, and aware of and sensitive to individual learning differences; become excellent organizers and managers of learning groups who are persistent and efficient in optimizing academically engaged time; and have a proficient expertise in technologies to meet the demands of a globalized world. However, developing all these characteristics require education, reflection and experience.

2.3 Motivation

Motivation is a key determinant of academic performance and deserves closer attention (Linnenbrink &Pintrich, 2002) and has been extensively examined in language learning. Svinicki (2005) highlighted the importance of motivation as the most potent factors that influences student learning. He adds that "teachers can affect student motivation in ways that either facilitate or impede learning" (p.1).

The term motivation is derived "from the Latin term motivus" (Low, 2012, p. 3), which gives "the driving force to sustain the long and often tedious learning process" (Routledge Encyclopedia, 2000, p. 425). It has received considerable influence from philosophers and physiologists. These contributions have generated different theories about motivation. Some of the most recognized come from the Behavioral approach (Skinner (1938, 1957); Gardner and Lambert's Socio-Educational model of language learning (1959); and over the past years, Dörnyei (2008) who has presented a new framework of motivational strategies, based on the L2 Motivational Self System theory (Dörnyei, 2005, 2009).

When motivating students, it is important to understand emotions and how they can improve student learning (Cavanagh, 2016). She considers that emotions can enhance cognitive processes in education such as attracting students' attention, using their working memory to class concerns, maximizing their chances of long-term memory, and to foster interest and enthusiasm for the course material.

A vast number of educational researchers have explained what motivation is. It could be defined as the "combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner, 1985, p.10). It also could be considered the "the driving force that encourages a person to engage in a

task" (Steward, Bachman, and Johnson, 2010, p. 367); that include factors that determine a person's desire to do something (Richards et al, 1992); or the significant factor influencing success in second or foreign language learning (Ushioda, 2013).

With the increasing role of English language as a foreign or second language over the world,

> The role of motivation as one of the significant factors in learning English can be regarded as a 'device' the learners use. It is generally felt that second and foreign language learners need more motivation in learning a language in general and in particular in the English language (Khansir, 2017, p.2).

In EFL classrooms, learning may be affected by different types of motivation. According to Gadner (2007), motivation is divided in two categories: integrative and instrumental. Integrative motivation refers to an interest in learning to communicate with people of another culture. Instrumental refers to an interest in learning a foreign language for functional purposes such as getting a job or passing an examination.

For Dörnyei (2006), "intrinsic motivation has been seen as a behavior performed for its own sake to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity" (p. 121) while intrinsic motivation comes from internal sources. Vallerand (1997) referred to the existence of three subtypes of intrinsic motivation:

> (a) to learn (engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world); (b) towards achievement (engaging in an activity for the satisfaction of surpassing oneself, coping with challenges and accomplishing or creating something); and (c) to experience stimulation (engaging in an activity to experience pleasant sensations) (p. 271).

On the other hand, Deci and Ryan (1985) stated that "extrinsic motivation comes from the desire to get a reward or avoid punishment; the focus is on something that is external or functionally unrelated to the activity in which they engage" (p. 245). In this regard, the individual is not motivated by any interest in the action itself but is rather motivated by the benefits that this action brings (Sen, 2006). But there is also a term referring to lack of motivation due to individuals who cannot establish a connection between the actions and the result of their actions, amotivation, (Reeve, 2014). That is, individuals are not motivated intrinsically or extrinsically.

Besides these types of motivation, Kumaradivelu (2006) talks about achievement motivation and he described it as "the commitment to excel. It is involved whenever there is competition with internal or external standards of excellence. It is a specific motive that propels one to utilize one's fullest potential" (p. 40).

All forms of motivation are fundamentally important. They are related to students' attainment. Consequently, "there is no doubt that motivation is a potent force in language acquisition" (Ellis, 1994).

If motivation is the desire to satisfy the individual´ needs, there are several concepts that interplay with it. These are interests, values, attitudes, desires of the individual towards an action (Apkur, 2015). One of them is the need for social acceptance, and the sense of school belonging which is important throughout life (Maslow, 1962). Lack of membership in the school of some students can lower motivation and diminish academic achievement (Goodenow, 1993). Other factors include the teaching method; the age; the aptitude and the attitude (Spolsky, 1969). This last factor is the one that most affects motivation because it directly relates to the education context (teachers, friends, family, etc.) that surrounds the learner.

The above considerations on motivation emphasize its importance as a factor that facilitates the learning achievements of the individuals (Karaguven 2012; Kaya 2013; Wolters and Rosenthal 2000). Effective practices should lead to motivated students. Despite the teaching method used, the main goal is to stimulate students (Azmanova, 2009).

2.4 Motivational teaching strategies

Researchers have found that motivational strategies can increase sudents´motivation in EFL learning (Banya and Cheng, 1997; Bernaus and Gardner 2008; Cheng and Dörnyei, 2007; Dörnyei and Csizer, 1998; Fives & Manning, 2005; Stipek, 1996). Guilloteaux and Dörnyei (2008) define motivational strategies as "instructional interventions applied by the teacher to elicit and stimulate students' motivation" (p.56). However, as Dörnyei indicates "the most pressing question related to motivation is not what motivation is but rather how it can be increased" (2001, p. 51). It is important to know what teaching practices are essential for successful language learning.

In 1988, Dörnyei and Csizer conducted a study where they asked 200 teachers to evaluate a list of motivational strategies, indicating the frequency and importance of these strategies used by them to motivate students. After this study, they presented a list of the 10 most motivating teaching practices, which they called the 10 Commandments that teachers can develop techniques for increasing students' motivation in their classroom. These are:

1. Set a personal example.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the task properly.
4. Develop a good relationship with the learners.
5. Increase the learners' linguistic self-confidence.

6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarize the learners with the target language culture. (p. 215).

In 2001, Dörnyei categorized these motivational strategies into four groups: (1) creating the basic motivational conditions; (2) generating initial motivation; (3) maintaining and protecting motivation and; (4) encouraging positive retrospective self-evaluation (p. 30). Then, with this consideration in mind, Cheng and Dörnyei (2007) surveyed 387 English teachers in Taiwan to replicate and improve a previous study.

The findings were very similar to those obtained before. Even though, these strategies presented by Dörnyei and Csizer show clearly how teachers can motivate their learners, they were drawn from the perspectives of the teacher, leaving aside the students' opinion. It is important for teachers to take into account what students' perceptions are about the effectiveness of strategies in EFL teaching.

> When teachers say that a student is motivated, they are not usually concerning themselves with the students' reason for studying, but are observing that the student does study, or at least engages in teacher-desired behavior in the classroom and possibly outside it (Crookes & Schmidt, 1991, p.480).

Although Gardner approached other learning contexts, the foreign language environment was ignored (Dörnyei; 1994; Ely, 1986; Green, 1999). Many factors could influence students' engagement in EFL learning (Dörnyei, 2005; Oxford & Shearin, 1994).

Green (1999) declared that “few research findings take into account the dynamic potential of motivational drives to change with the maturation, experience and developing world view of the individual learner” (p. 267). Motivation can change over time. Besides, Oxford & Shearin (1994) affirmed that teachers can help increase motivation “by demonstrating that L2 learning can be an exciting mental challenge, a career enhancer, a vehicle to cultural awareness and friendship, and a key to world peace” (p. 24).

> The Motivational Teaching Strategies (MTS) that should be more often utilized in the classroom are to establish a good relationship with students; create a supportive and pleasant learning atmosphere; give clear instructions for learning tasks; show enthusiasm for teaching and vary learning activities. These strategies are transferable across cultures and linguistic contexts (Astuti, 2015, p. 46).

3. Chapter III. Methodology

As mentioned in the introduction chapter, little research has been conducted in Colombian public schools about the way students and teachers perceive the relationship between English language classroom practices and the engagement with the learning of this language. Goodson and Walker (1991) assert that "the task of research is to make sense of what we know" (p.107). Therefore, this study intends to contribute to understand how these perceptions can help English teachers improve their practices.

This section starts by presenting the objective of this paper and the research questions. It is followed by the research design that this study is inscribed in. Then, the chapter proceeds with the type of study carried out; a brief relevant description of the participants in the study; the data collection procedures; how it will contribute to responding to the research question; and finally, a description of ethical considerations that will be taken into account in order to maintain participants´ privacy and to protect them from harm and deception.

Leedy (1989) defines research as "a procedure by which we attempt to find systematically, and with the support of the demonstrable fact, the answer to a question or the resolution of a problem (1989, p. 5). Nunan (1992) and Dörnyei (2007) believe that research happens when one identifies a question, a problem or hypothesis in a given scenario, collects data relevant to this problem, analyzes and interprets these data.

Doing research requires to decide the selection of the best methods for collecting data and analyzing the advantages and disadvantages. Once these techniques are chosen, when the plan becomes action, the pertinent analysis of data is determinant. As Borg (2010) states: "If data are not analyzed appropriately, the quality of the research will

be questionable" (p.9). The results of the analysis may contribute to catering to a new vision or perspective of the motivational practices in public schools in Colombia.

3.1 Objectives and research questions

This study clarifies what is intended to be done through a twofold purpose: to determine what teaching practices students find motivational and to identify what teaching practices teachers can use in the classroom to arouse students' motivation to learn English as a foreign language.

This study aims to gain a better understanding of how teachers can encourage students for language learning by the following questions:

1. What teacher's practices do students consider help them become more engaged in their English learning process?

2. What motivational strategies used in the classroom do teachers consider are the most effective?

3. How do the perceptions of teachers and students compare?

Before describing the research paradigm that this study is inscribed in, it would be valuable to keep in mind the low English performance of Colombian students, while one of the Colombian education goals is "to provide high quality at all levels" (OCDE,2016, p. 13). The sense of success would be possible if all those involved in the educational process were able to find ways to increase students' performance.

3.2 Research design: research paradigm, type of study, and data analysis procedures.

The research design is used to entail "what information most appropriately will answer specific research questions, and which strategies are most effective for obtaining it"

(LeCompte and Preislee, 1990, p.30). According to Denzin and Lincoln (2008), the research design describes a set of guidelines or strategies for obtaining and analyzing data; connects the researcher with researchees; and specifies how the investigator will address the critical issue (p. 33-34). The research design is "the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure." (Selltiz, 1962, p. 50).

For understanding and articulating beliefs about the nature of the reality and how this knowledge is obtained, each research uses a paradigm. The term paradigm was defined by Schwandt (2001) as: "the commitments, beliefs, values, methods, outlooks, and so forth that guide how problems are solved" (p. 184). It is a "basic set of beliefs that guides action" (Guba, 1990, p. 17). Kawulich (2012) declared that "deciding on a methodology starts with a choice of the research paradigm that informs the study.

These guidelines for developing research methodology are classified by Grotjahn (1987) in terms of data types (qualitative vs. quantitative); data collection methods (experimental vs. non-experimental); and data analysis procedures (statistical vs. interpretive). The research design for this study is based on these domains: data types, data collection methods, and data analysis procedures.

For data types, Dorney (2007) presents a clear explanation of the two basic approaches to research: Quantitative and Qualitative: "Quantitative research involves data collection procedures that result primarily in numerical data, which is then analyzed primarily by statistical methods. Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data, which is then analyzed primarily by non-statistical methods" (p.24). And Creswell (2013)describes mixed methods as "popular in the social, behavioral, and health sciences, in which researchers collect,

analyze, and integrate both quantitative and qualitative data in a single study or in a sustained long-term program of inquiry to address their research questions" (p.6).

This study follows a quantitative method using online questionnaires for students and for teachers to obtain quantitative measurements for analyzing the views, beliefs, and perceptions of the pedagogical process participants. In this research, it is needed not only to look up information about what teachers do in classrooms but also interpret these findings to make sense of the addressed issue.

Concerning to data collection methods, Grotjahn (1987) mentioned experimental and non-experimental methods for quantitative research. Experimental method "is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on other variables (Kothari, 2004, p.5).

Non-experimental method is "a research in which an independent variable is not manipulated" (Kothari, 2004, p.34). In this method, researchers observe participants in order to describe them as they naturally exist, without introducing manipulations. Surveys can be a common type of nonexperimental study. These methods may ask participants about their attitudes, beliefs and behaviors instead of observing them (Patten and Newhart, 2018, p.13).

Since the main goal of this study is to examine beliefs or perceptions of students and teachers about teaching practices used in the classroom that arouse students' motivation to learn English as a foreign language, the non-experimental method is appropriated for this study by the nature of the research questions, without manipulation of the teachers` or students´ perceptions; whose main data collection procedure were questionnaires, in which research questions have a motivational causal relationship between two variables: teachers

and students perceptions about teaching strategies. The results are represented by scores that can be statistically analyzed, including one- way ANOVA analysis and Student´s t-test.

According to Grotjahn (1987), for data collection procedures, an interpretive or statistical design is applied. Quantitative research requires statistical design, "which concerns with the question of how many items are to be observed and how the information and data gathered are to be analyzed" (Kothari, 2004, p.32). Data collection procedures from questionnaires need to be analyzed and interpreted, which is why it is affirmed that this study adopted statistical data analysis.

Table 1 informs about the research questions, the methods used to collect data, the respondent participants and the reasons why these methods were used.

Table 1. Participants answer the research questions.

Research question	Method and instrument	Participant	Why this method was chosen
What teacher's practices do students consider help them become more engaged in their learning English process?	Quantitative through an online questionnaire	Students	Understand the students´ perceptions about motivational teaching practices.
What motivational strategies used in the classroom do teachers consider are the most effective?	Quantitative through an online questionnaire	Teachers	Examine teachers' perspectives on their teaching practices used in the classrooms.
How do the perceptions of teachers and students compare?	Quantitative through a statistical procedure	Teachers and students	Compare the students and teachers' perceptions on motivational teaching practices

For this study on students and teachers´ perceptions about motivational teaching strategies a quantitative method was used, which allowed three research questions to be answered with the best methods that work the specific questions.

The presented study adopted the motivational strategies scale developed by Dörnyei and Csizer (1998) to gather students' perceptions of some motivational teaching practices, and it is utilized and adapted as a framework of this thesis.

> The reality is that our public schools will not prevail with the challenges inherent in the standards movement unless they encourage experimentation, inquiry, and dialogue by those pioneers (the teachers) who are working toward meeting those challenges. For this reason, it is imperative that these 21st- century pioneers, our classroom teachers, conduct the research on "standards attainment" themselves (Sagor, 2000, p.228).

As Dorney (2001) declared: "Sometimes the best motivational intervention is simply to improve the quality of our teaching" (p. 21-25).

Motivational research has been used to evaluate motivation by scholars (Cheng and Dörnyei, 2007; Dörnyei and Csizer, 1998; Oxford, 2003; Ushioda, 2006). This study aimed to get information about what teaching practices foster students' motivation in EFL learning. It includes understanding the situation of the context in which the research has been done; revising classroom issues; reflecting on the change in skills knowledge, and generalizing findings intending to tackle the challenges the results produce to improve the effectiveness of teaching and arousing students' achievements.

3.3 Participants

This study was conducted at ITD Cruzada Social, a public school, located in the southwest of Barranquilla, with an average size of 1,600 students whose ages range from three to eighteen years. Its students come from a low socioeconomic stratum.

The groups selected are a tenth- grade with 35 students and an eleventh- grade group of 26 students, all females, whose ages ranged from fifteen to eighteen. A total of 56 students responded to the online questionnaire at the bilingual classroom at school.

The other participants are five English language teachers teaching English as a foreign language to high school students from sixth to eleventh grade at ITD Cruzada Social School: one male and four females, whose ages ranged from forty-five to sixty. Only one of these teachers has a master's degree and the others have Bachelor of Arts degree. Each teacher was asked to fill out the online questionnaire at the time of the area meeting.

3.4 Instruments

This research on teachers and students' perceptions about motivational teaching practices implemented both questionnaires: one for teachers and the other for students to gain a wide range of information about participants' perceptions, in its turn, allows three research questions to be answered. Both questionnaires were administered online, using Google Forms, an online survey app included in the Google drive.

The students' questionnaire presented a list of 49 teaching practices that their English teacher might use in the classroom and ask students to consider which of these strategies play an effective role in their motivation to learn.

Similarly, the teacher questionnaire presented a list of 49 teaching practices to address the role their practices play in students' motivation.

These questionnaires were based on the questionnaire Dörnyei and Csizer (1998) which included 17 conceptual domains: teaching, climate, task, self-confidence, personal relevance, interest, language, usefulness, autonomy, effort, comparison, goal, group, culture, reward, peer-modeling, finished product and rapport (Dörnyei, 2001a; Dörnyei and Csizer, 1998).

Although the questionnaires are based on Dörnyei and Csizer (1998), the students and teachers survey questions used in this research were implemented by Ashley Ruesch (2009) in her study "Student and teacher perception of motivational strategies in the Foreign Language Classroom" at Brigham Young University. She was asked for permission to use her instruments and she agreed on their application in this study.

As Ruesch (2009) presented in her research:

> "The motivational strategies were grouped into similar conceptual domains and also divided into individual micro-strategies. Conceptual domains are larger, more general categories made-up of related micro-strategies. Micro-strategies are the individual teaching practices that a teacher might use in the classroom to increase students' motivation. This study consists of 49 individual micro-strategies (teaching practices), and they have been grouped together into 17 larger categories or conceptual domains" (17).

The following table presents a list of the 49 micro-strategies and how they have been grouped.

Table 2. Conceptual Domains and Micro-strategies

Conceptual Domain		Micro- strategies
1	Teacher	Properly prepared for the lesson Show a good example by being committed and motivated to helping the students succeed Behave naturally and genuinely in class Be as sensitive and accepting as possible
2	Climate	Create a pleasant atmosphere in the classroom Bring in humor, laughter and smile Use activities and have fun in class Have game-like competitions in class
3	Task	Give clear instructions Provide guidance about how to do the task Clearly state the purpose and the utility of every task
4	Rapport	Develop a good relationship with the students
5	Self-confidence	Give positive feedback and appraisal Make sure that students experience success regularly Encourage students Teach various learning strategies Explain that mistakes are a natural part of learning
6	Personal Relevance	Fill the tasks with personal content that is relevant to the students

Conceptual Domain		Micro- strategies
7	Interest	Select tasks that do not exceed the learners' competence Select interesting tasks Choose interesting topics Offer a variety of materials Vary the activities Make tasks challenging to involve the students Build on the learners' interest rather than tests or grades as the main energizer for learning Raise learners' curiosity by introducing unexpected or exotic elements
8	Autonomy	Encourage creative and imaginative ideas Encourage questions and other contributions from the students Allow students real choices about as many aspects of learning as possible Act as a facilitator Share as much responsibility to organize the learning process with the students as possible Help students realize that it is mainly effort that is needed for success
9	Goal	Help the students develop realistic expectations about learning Set up several specific learning goals for the learners Increase the group's goal-orientedness Tailor instruction to meet the specific language goals and needs of the students Help students design their individual study plans
10	Culture	Familiarize the learners with the culture of the language they are learning Use authentic materials Invite native speakers to class Find pen pals or "key pals" (Internet correspondents) for the students

Conceptual Domain		Micro- strategies
11	Group	Include group work in class Help students to get to know one another Participate as an ordinary member of the group as much as possible Organize extracurricular activities outside class
12	Effort	Help students realize that it is mainly effort that is needed for success
13	Language usefulness	Emphasize the usefulness of the language
14	Reward	Give the learners other rewards besides grades
15	Finished Product	Allow students to create products that they can display or perform
16	Comparison	Avoid any comparison of students to one another

Csizer and Dörnyei (1998)

Each participant of this study rated each micro-strategy on the six-point scale (0-5).

0 = my teacher does not use this practice. 0 is worth 1.

1 = this practice has no effect on my motivation. 1 is worth 2.

2 = this practice plays only a minor role in motivating me. 2 is worth 3.

3 = this practice plays somewhat of a role in motivating me. 3 is worth 4.

4 = this practice plays a considerable role in motivating me. 4 is worth 5.

5 = this practice plays a major role in motivating me. 5 is worth 6.

The purpose of administering these questionnaire is to collect data regarding the importance given to the motivational strategies proposed by Dörnyei and Csizer (1998) and Ruesch´s (2009) for motivating students to learn a foreign language but changed the context in which the survey was administered: Barranquilla, Colombia.

3.5 Data Analysis

Definition of key terms

Surveys or polls: describe the attitudes, beliefs, and behaviors of a population. To conduct a survey, researchers draw a sample of population, collect data from the sample, and then make inferences about the population (Patten and Newhart, 2018, p.19**).**

Mean: The mean is the average of all numbers and is sometimes called the arithmetic mean. To calculate mean, add together all of the numbers in a set and then divide the sum by the total count of numbers (Rouse, 2014).

Standard Deviation: Standard deviation is a number used to tell how measurements for a group are spread out from the average (mean), or expected value. A low standard deviation means that most of the numbers are close to the average. A high standard deviation means that the numbers are more spread out (Walker, 1931. P.24).

(ANOVA): The acronym ANOVA refers to the analysis of variance and is a statistical procedure used to test the degree to which two or more groups vary or differ in a survey or experiment results are significant (DeLecee, 2018).

A one-way ANOVA is used to compare two means from two independent groups using the F-distribution. The null hypothesis for the test is that the two means are equal. Therefore, a significant result means that the two means are unequal (Howell, 2002, p.324).

Tukey method: This test uses pairwise post-hoc testing to determine whether there is a difference between the mean of all possible pairs using a studentized range distribution. This method tests every possible pair of all groups. This method was based on the t-distribution. It is noted that the Tukey test is based on the same sample counts between groups (balanced data) as ANOVA. The statistical assumptions of ANOVA should be applied to the Tukey method, as well (Lee, 2018, p. 355).

Since the purpose of this study is to interpret the statistical results for reporting findings about mean differences between teachers and students perceptions about teaching strategies, especially learners' beliefs about English teaching and learning, the motivational teaching strategies were ordered (highest to lowest) by finding which teaching practices teachers considered motivational compared to which teaching practices students find motivational. The data were viewed through the lens of Ruesch (2009), as well as the Csizer and Dörnyei (1998) theory. These theories are based on motivational teaching strategies.

The results from teachers` and students' questionnaires yielded by Google Form were exported to an Excel spreadsheet. These questionnaires show the score of each micro strategy of both teachers and students.

The individual mean and standard deviation of each micro-strategy were calculated. In the micro-strategy results were identified from the most motivational to the least motivational. In order to better understand the data, the top ten teaching practices that students and teachers found motivational were highlighted.

Then, it was necessary to calculate the conceptual domain scores according to the corresponding micro-strategies, the individual mean of each conceptual domain was calculated; and they were ranked from the highest motivational strategies to the lowest motivational strategies. The results obtained from teachers and students mean of each conceptual domain were grouped into a single list from the highest motivational strategies to the lowest motivational ones.

Each conceptual domain data was analyzed with inferential statistical tests to estimate separately the statistical significance between students and teachers, and then to

compare the significance between students versus teachers' responses. A p-value = 0.05 was considered statistically significant.

Inferential statistical analysis had one-way ANOVA, one on the students' data, and another on the teachers' data to determine if the results were statistically significant. Then, Tukey post-hoc tests were run on both of the one-way ANOVA to analyze the significance level on each conceptual domain for the student data and teacher data.

The Tukey post-hoc analysis confirmed which specific conceptual domain (compared students with teachers) showed a significant difference between these groups. Two separate lists show the data from teachers, and the other from students' data.

Finally, a series of analysis of variance (ANOVA) were run to show which conceptual domains were statistically different between teacher and student groups.

3.6 Ethical considerations

Research needs to be carried out under a specific set of guidelines with the commitment to maintain participants´ privacy and to protect them from harm and deception. "Good quality research is ethical — it cares for those participating in the research and ensures that they are respected and that there are no negative consequences for them as a result of the research" (Borg, 2010, p. 10-11). I agreed to ethical guidelines and ensured that the interests of participants were not harmed as a result of participating in this study.

The aim of the research was explained to the participants: students and teachers, and in the process of the study, for students, written forms were sent to their parents, asking for permission because some of them are underage; and to inform them about this research.

The principal and the coordinators at school were informed about the consent forms sent to parents. After gaining their permission, the questionnaires were conducted at school.

The gathered data were kept discretely to prevent teachers and students´ embarrassment and the process was explained in detail to encourage them to give honest responses.

4. Chapter IV. Findings

This chapter focuses on reporting the results from students´ and teachers´ perceptions, and the comparison between students' and teachers' on how important the motivational strategies are for effective learning. In order to find similarities and differences, the perceptions of students and teachers were classified into two subsections: micro-strategies (teaching practices); and conceptual domains. It also deals with a set of results that come from quantitative methods.

4.1 Micro- strategies

As it was previously mentioned, this subsection presents 49 individual teaching practices, also called micro-strategies, and which are used by teachers in the classroom. Each question in the questionnaire refers to a micro-strategy, which was scored on a scale of six points (1-6) to determine which is the most motivating. For each micro-strategy, the mean was calculated in both student and teacher responses. These results helped to rank-order these strategies from their perceptions resulting in two separate lists of teaching practices ranked from the most to the least effective.

Table 3 presents a complete list of each micro-strategy included in the questionnaires and the mean and standard deviation of each micro-strategy. The highest mean indicates the teaching practices that students found as the most motivational, and the lowest mean indicates the least motivational teaching practice for students at Cruzada Social School.

Table 3. Micro-strategy Students' Results

Conceptual Domain	Micro-strategies	Students Mean	SD
Teacher	Properly prepared for the lesson	5,64	0,59
	Show a good example by being committed and motivated to helping the students succeed	5,59	0,65
	Behave naturally and genuinely in class	5,50	0,71
	Be as sensitive and accepting as possible	5,32	1,06
Climate	Create a pleasant atmosphere in the classroom	5,59	0,56
	Bring in humor, laughter and smile	5,64	0,52
	Use activities and have fun in class	5,41	0,78
	Have game-like competitions in class	4,36	1,24
Task	Give clear instructions	5,55	0,66
	Provide guidance about how to do the task	5,57	0,60
	Clearly state the purpose and the utility of every task	5,30	0,91
Rapport	Develop a good relationship with the students	5,52	0,63
Self-confidence	Give positive feedback and appraisal	5,39	0,89
	Make sure that students experience success regularly	5,41	0,71
	Encourage students	5,45	0,69
	Teach various learning strategies	5,50	0,66
	Explain that mistakes are a natural part of learning	5,57	0,66
Interest	Select tasks that do not exceed the learners' competence	4,86	1,21
	Select interesting tasks	5,34	0,72
	Choose interesting topics	5,34	0,75
	Offer a variety of materials	5,27	0,65
	Vary the activities	5,29	0,80
	Make tasks challenging to involve the students	4,89	1,14
	Build on the learners' interest rather than tests or grades as the main energizer for learning	5,34	0,86
	Raise learners' curiosity by introducing unexpected or exotic elements	4,75	1,10
Autonomy	Encourage creative and imaginative ideas	5,30	0,69
	Encourage questions and other contributions from the students	5,16	0,89

Conceptual Domain	Micro-strategies	Students Mean	SD
	Allow students real choices about as many aspects of learning as possible	5,20	0,75
	Act as a facilitator	5,45	0,69
	Share as much responsibility to organize the learning process with the students as possible	5,09	0,94
Personal Relevance	Fill the tasks with personal content that is relevant to the students	4,52	1,29
Goal	Help the students develop realistic expectations about learning	5,45	0,74
	Set up several specific learning goals for the learners	5,05	0,98
	Increase the group's goal-orientedness	5,41	0,73
	Tailor instruction to meet the specific language goals and needs of the students	5,32	0,74
	Help students design their individual study plans	5,36	0,86
Culture	Familiarize the learners with the culture of the language they are learning	5,27	0,88
	Use authentic materials	5,02	1,07
	Invite native speakers to class	4,46	1,57
	Find penpals or "keypals" (Internet correspondents) for the students	3,84	1,80
Group	Include group work in class	5,23	0,89
	Help students to get to know one another	4,95	1,34
	Participate as an ordinary member of the group as much as possible	5,05	0,86
	Organize extracurricular activities outside class	4,75	1,61
Effort	Help students realize that it is mainly effort that is needed for success	5,29	0,68
Language usefulness	Emphasize the usefulness of the language	5,29	1,06
Reward	Give the learners other rewards besides grades	4,77	1,35
Finished product	Allow students to create products that they can display or perform	4,91	0,88
Comparison	Avoid any comparison of students to one another	5,38	1,02

Conceptual Domain	Micro-strategies	Students Mean	SD
Peer modeling	Invite experienced students to talk about their positive learning experiences	4,55	1,63

Table 4 presents the same list of each micro-strategy but for teachers. The highest mean indicates the teaching practices that teachers found as the most motivational, and the lowest mean indicates the least motivational teaching practices for teachers at Cruzada Social School.

Table 4. Micro-strategy Teacher Results

Conceptual Domain	Micro-strategies	Teacher Mean	SD
Teacher	Properly prepared for the lesson	5,80	0,45
	Show a good example by being committed and motivated to helping the students succeed	5,40	0,55
	Behave naturally and genuinely in class	5,40	0,55
	Be as sensitive and accepting as possible	4,60	2,07
Climate	Create a pleasant atmosphere in the classroom	5,40	0,55
	Bring in humor, laughter and smile	5,20	0,84
	Use activities and have fun in class	5,20	0,45
	Have game-like competitions in class	4,40	0,55
Task	Give clear instructions	5,80	0,45
	Provide guidance about how to do the task	5,60	0,55
	Clearly state the purpose and the utility of every task	5,60	0,55
Rapport	Develop a good relationship with the students	5,80	0,45
Self-confidence	Give positive feedback and appraisal	5,40	0,55
	Make sure that students experience success regularly	5,00	0,00
	Encourage students	5,80	0,45
	Teach various learning strategies	5,20	0,84
	Explain that mistakes are a natural part of learning	5,40	0,89
Interest	Select tasks that do not exceed the learners' competence	5,20	0,84
	Select interesting tasks	5,00	0,00
	Choose interesting topics	5,40	0,55

Conceptual Domain	Micro-strategies	Teacher Mean	SD
	Offer a variety of materials	4,40	1,14
	Vary the activities	4,80	0,84
	Make tasks challenging to involve the students	5,20	0,84
	Build on the learners' interest rather than tests or grades as the main energizer for learning	5,00	0,71
	Raise learners' curiosity by introducing unexpected or exotic elements	4,00	1,87
Autonomy	Encourage creative and imaginative ideas	4,80	0,84
	Encourage questions and other contributions from the students	4,80	0,45
	Allow students real choices about as many aspects of learning as possible	4,60	0,55
	Act as a facilitator	5,40	0,89
	Share as much responsibility to organize the learning process with the students as possible	5,00	0,71
Personal Relevance	Fill the tasks with personal content that is relevant to the students	4,80	0,45
Goal	Help the students develop realistic expectations about learning	5,20	0,84
	Set up several specific learning goals for the learners	4,60	0,89
	Increase the group's goal-orientedness	4,80	0,84
	Tailor instruction to meet the specific language goals and needs of the students	5,60	0,55
	Help students design their individual study plans	3,20	2,05
Culture	Familiarize the learners with the culture of the language they are learning	4,40	0,89
	Use authentic materials	4,40	1,52
	Invite native speakers to class	1,40	0,89
	Find penpals or "keypals" (Internet correspondents) for the students	2,20	1,79
Group	Include group work in class	5,40	0,55
	Help students to get to know one another	4,80	0,84
	Participate as an ordinary member of the group as much as possible	3,40	1,52
	Organize extracurricular activities outside class	2,20	1,79
Effort	Help students realize that it is mainly effort that is needed for success	5,40	0,89

Conceptual Domain	Micro-strategies	Teacher Mean	SD
Language usefulness	Emphasize the usefulness of the language	5,20	0,84
Reward	Give the learners other rewards besides grades	4,00	2,00
Finished product	Allow students to create products that they can display or perform	4,60	2,07
Comparison	Avoid any comparison of students to one another	5,20	0,84
Peer modeling	Invite experienced students to talk about their positive learning experiences	3,40	2,30

Table 5 compares students' and teachers' perceptions in regard to the importance the motivational teaching practices have in EFL learning at Cruzada Social School.

Table 5. Micro-strategy Student and Teacher Results

Conceptual Domain	Micro-strategies	Students Mean	SD	Teachers Mean	SD
Teacher	Properly prepared for the lesson	5,64	0,59	5,80	0,45
	Show a good example by being committed and motivated to helping the students succeed	5,59	0,65	5,40	0,55
	Behave naturally and genuinely in class	5,50	0,71	5,40	0,55
	Be as sensitive and accepting as possible	5,32	1,06	4,60	2,07
Climate	Create a pleasant atmosphere in the classroom	5,59	0,56	5,40	0,55
	Bring in humor, laughter and smile	5,64	0,52	5,20	0,84
	Use activities and have fun in class	5,41	0,78	5,20	0,45
	Have game-like competitions in class	4,36	1,24	4,40	0,55
Task	Give clear instructions	5,55	0,66	5,80	0,45
	Provide guidance about how to do the task	5,57	0,60	5,60	0,55
	Clearly state the purpose and the utility of every task	5,30	0,91	5,60	0,55
Rapport	Develop a good relationship with the students	5,52	0,63	5,80	0,45
Self-confidence	Give positive feedback and appraisal	5,39	0,89	5,40	0,55
	Make sure that students experience success regularly	5,41	0,71	5,00	0,00
	Encourage students	5,45	0,69	5,80	0,45

Conceptual Domain	Micro-strategies	Students Mean	SD	Teachers Mean	SD
	Teach various learning strategies	5,50	0,66	5,20	0,84
	Explain that mistakes are a natural part of learning	5,57	0,66	5,40	0,89
Interest	Select tasks that do not exceed the learners' competence	4,86	1,21	5,20	0,84
	Select interesting tasks	5,34	0,72	5,00	0,00
	Choose interesting topics	5,34	0,75	5,40	0,55
	Offer a variety of materials	5,27	0,65	4,40	1,14
	Vary the activities	5,29	0,80	4,80	0,84
	Make tasks challenging to involve the students	4,89	1,14	5,20	0,84
	Build on the learners' interest rather than tests or grades as the main energizer for learning	5,34	0,86	5,00	0,71
	Raise learners' curiosity by introducing unexpected or exotic elements	4,75	1,10	4,00	1,87
Autonomy	Encourage creative and imaginative ideas	5,30	0,69	4,80	0,84
	Encourage questions and other contributions from the students	5,16	0,89	4,80	0,45
	Allow students real choices about as many aspects of learning as possible	5,20	0,75	4,60	0,55
	Act as a facilitator	5,45	0,69	5,40	0,89
	Share as much responsibility to organize the learning process with the students as possible	5,09	0,94	5,00	0,71
Personal Relevance	Fill the tasks with personal content that is relevant to the students	4,52	1,29	4,80	0,45
Goal	Help the students develop realistic expectations about learning	5,45	0,74	5,20	0,84
	Set up several specific learning goals for the learners	5,05	0,98	4,60	0,89
	Increase the group's goal-orientedness	5,41	0,73	4,80	0,84
	Tailor instruction to meet the specific language goals and needs of the students	5,32	0,74	5,60	0,55
	Help students design their individual study plans	5,36	0,86	3,20	2,05
Culture	Familiarize the learners with the culture of the language they are learning	5,27	0,88	4,40	0,89
	Use authentic materials	5,02	1,07	4,40	1,52
	Invite native speakers to class	4,46	1,57	1,40	0,89

Conceptual Domain	Micro-strategies	Students Mean	SD	Teachers Mean	SD
	Find penpals or “keypals” (Internet correspondents) for the students	3,84	1,80	2,20	1,79
Group	Include group work in class	5,23	0,89	5,40	0,55
	Help students to get to know one another	4,95	1,34	4,80	0,84
	Participate as an ordinary member of the group as much as possible	5,05	0,86	3,40	1,52
	Organize extracurricular activities outside class	4,75	1,61	2,20	1,79
Effort	Help students realize that it is mainly effort that is needed for success	5,29	0,68	5,40	0,89
Language usefulness	Emphasize the usefulness of the language	5,29	1,06	5,20	0,84
Reward	Give the learners other rewards besides grades	4,77	1,35	4,00	2,00
Finished product	Allow students to create products that they can display or perform	4,91	0,88	4,60	2,07
Comparison	Avoid any comparison of students to one another	5,38	1,02	5,20	0,84
Peer modeling	Invite experienced students to talk about their positive learning experiences	4,55	1,63	3,40	2,30

Table 6 was included in order to better understand the above data. This table presents the 10 teaching strategies considered the most motivational by both students and English teachers at Cruzada Social School.

Table 6. Top 10 Teaching Practices Side-by-side.

Top 10 Students Perceptions	Students Mean	Top 10 Teachers Perceptions	Teachers Mean
Properly prepare for the lesson	5,64	Properly prepare for the lesson	5,80
Bring in humor, laughter and smile	5,64	Give clear instructions	5,80
Show a good example by being committed and motivated to helping the students succeed	5,59	Develop a good relationship with the students	5,80
Create a pleasant atmosphere in the classroom	5,59	Encourage students	5,80

Top 10 Students Perceptions	Students Mean	Top 10 Teachers Perceptions	Teachers Mean
Provide guidance about how to do the task	5,57	Clearly state the purpose and the utility of every task	5,60
Explain that mistakes are a natural part of learning	5,57	Provide guidance about how to do the task	5,60
Give clear instructions	5,55	Tailor instruction to meet the specific language goals and needs of the students	5,60
Develop a good relationship with the students	5,52	Clearly state the purpose and the utility of every task	5,60
Behave naturally and genuinely in class	5,50	Show a good example by being committed and motivated to helping the students succeed	5,40
Teach various learning strategies	5,50	Create a pleasant atmosphere in the classroom	5,40

The micro-strategies “Properly prepare for the lesson; “Show a good example by being committed and motivated to helping the students succeed”; “Develop a good relationship with the students”; “Create a pleasant atmosphere in the classroom”; and “Provide guidance about how to do the task” are shaded to show teaching practices that both students and teachers included in the top 10.

4.2 Conceptual Domains

This subsection presents the same 17 conceptual domains: teaching, climate, task, self-confidence, personal relevance, interest, language, usefulness, autonomy, effort, comparison, goal, group, culture, reward, peer-modeling, finished product and rapport from Dörnyei and Csizer (1998) research and Ashley Ruesch (2009) in her study.

Table 7 provides a summary of each conceptual domain (Dörnyei & Csizer, 1998).

The mean of each conceptual domain was calculated by finding the mean of the individual micro-strategies that make up the particular conceptual domain. For example, the

micro-strategies that make up the conceptual domain Teacher include: 1. “Teacher prepares properly for the lesson” (students mean= 5,64; teachers mean= 5,80); 2) “Show a good example by being committed and motivated to helping the students succeed” (students mean= 5,59; teachers mean= 5,40); 3) “Behave naturally and genuinely in class” (students mean = 5,50; = teachers mean 5,40); 4) “Be as sensitive and accepting as possible” (students mean = 5,32; = teachers mean 4,60). The means of these four micro-strategies in the conceptual domain Teacher were calculated (students mean = 5, 51; = teachers mean 5, 30). Each conceptual domain was calculated in a like manner, and then rank -ordered from highest to lowest.

Table 7. Conceptual Domain Explanation

Conceptual Domain		Explanation
1	Teacher	Set a personal example with your own behavior.
2	Climate	Create a pleasant, relaxed atmosphere in the classroom.
3	Task	Present the tasks properly.
4	Rapport	Develop a good relationship with the students.
5	Self-confidence	Increase the learners’ linguistic self-confidence.
6	Personal Relevance	Personalize the learning process.
7	Interest	Make the language classes interesting.
8	Autonomy	Promote learner autonomy and allow students choices about learning.
9	Goals	Increase the learners’ goal-orientedness.
10	Culture	Familiarize the learners with the target culture.
11	Group	Include group work and activities inside and outside of class.
12	Effort	Help students realize that it is mainly effort that is needed for success
13	Language usefulness	Emphasize the usefulness of the language
14	Reward	Give the learners other rewards besides grades

15	Finished Product	Allow students to create products that they can display or perform
16	Comparison	Avoid any comparison of students to one another
17	Peer-modeling	Invite experienced students to talk about their positive learning experiences

Table 8 presents the rank-ordered data of students' perceptions of the most motivational conceptual domains from most motivational to the least motivational.

It could be observed that the conceptual domain with the most motivational perception for students was "Rapport", and the domain "Personal Relevance" was the least motivating for them.

Table 8. Students Conceptual Domain Rankings

Students Perceptions	Mean
Rapport	5,64
Teacher	5,51
Task	5,48
Self-confidence	5,46
Comparison	5,38
Goal	5,32
Effort	5,29
Language usefulness	5,29
Climate	5,25
Autonomy	5,24
Interest	5,13
Group	5,00
Finished product	4,91
Reward	4,77
Culture	4,65
Peer-modeling	4,55
Personal Relevance	4,52

Table 9 presents the rank-ordered data of teachers' perceptions of the most motivational conceptual domains from the most motivational to the least motivational.

Table 9. Teachers Conceptual Domain Rankings

Teachers Perceptions	Mean
Rapport	5,80
Task	5,67
Effort	5,40
Self-confidence	5,36
Teacher	5,30
Comparison	5,20
Language usefulness	5,20
Climate	5,05
Autonomy	4,92
Interest	4,88
Personal Relevance	4,80
Goal	4,68
Finished product	4,60
Reward	4,00
Group	3,95
Peer-modeling	3,40
Culture	3,10

It can be observed that the conceptual domain with the most motivational perception for teachers was "Rapport", and the domain "Culture" was the least motivating for them.

Table 10 presents the rank-ordered data of students' and teachers' perceptions of the most motivational conceptual domains from most motivational to the least motivational.

It can be observed that the conceptual domain with the most motivational perception in both students and teachers was "Rapport", and the domain "Personal Relevance" and "Culture" were the least motivating for students and teachers, respectively.

Table 10. Students and Teacher Conceptual Domain Rankings

Students Perceptions	Mean	Teachers Perceptions	Mean
Rapport	5,64	Rapport	5,80
Teacher	5,51	Task	5,67
Task	5,48	Effort	5,40
Self-confidence	5,46	Self-confidence	5,36
Comparison	5,38	Teacher	5,30
Goal	**5,32**	Comparison	5,20
Effort	5,29	Language usefulness	5,20
Language usefulness	5,29	Climate	5,05
Climate	5,25	Autonomy	4,92
Autonomy	5,24	Interest	4,88
Interest	5,13	Personal Relevance	4,80
Group	**5,00**	**Goal**	**4,68**
Finished product	4,91	Finished product	4,60
Reward	4,77	Reward	4,00
Culture	**4,65**	**Group**	**3,95**
Peer-modeling	4,55	Peer-modeling	3,40
Personal Relevance	4,52	**Culture**	**3,10**

To determine statistical significance between each conceptual domain, one-way Analysis of Variance (ANOVA) tests by question (conceptual domain) were run, one from the students' responses and one from the teachers' responses. The results of the first analysis from students' responses revealed a significant effect of question type ($F (16, 935) = 8, 76; p < .0001$) and from teachers ($F (16, 68) = 2, 55; p < .0001$). Therefore, the null hypothesis that there is no statistically significant difference in motivational perceptions between domains is rejected. To know precisely where the significant difference between

the conceptual domains is found, a post-hoc analysis of Tukey was performed. The Tukey Post-hoc test findings allowed the 17 domains to be grouped according to the level of significance, that is, the demarcated line observed in Table 12.

For the students' responses two groups were observed, one of 11 domains and the other of 6 domains, indicating that the first group is statistically different from the second; that is to say, the conceptual domains Rapport, *Teacher, Task, Self-confidence, Comparison, Goal, Effort, Language usefulness, Climate, Autonomy and Interest* are not statistically different from each other, but they have differences with the conceptual domains *Group, Finished product, Reward, Culture, Peer-modeling and Personal Relevance.*

On the other hand, from the teachers' responses, two statistically significant groups were observed: one with 15 domains and the other group with two domains. That is, the conceptual domains *Peer-modeling* and *Culture* were the only statistically significant ones with respect to the others.

A one-way ANOVA group (students and teachers) by question (conceptual domain) was performed to determine if there was a statistically significant difference between students' and teachers' ratings of questions (conceptual domains) combined rankings of questions by students and teachers together. By grouping the responses of students and teachers into a single list and obtaining the mean of each domain. These results from the one-way ANOVA demonstrated that there was a significant effect of group ($F (16, 1020) = 10, 41$; $p < .0001$). So, the post-hoc Tukey test was performed, which allowed to divide the domains into two groups according to motivation and statistical significance.

Table 11 presents the post-hoc tests run on the question.

Table 11. Most Motivational Students and Teachers Conceptual Domains

Conceptual Domain	Group Mean
Rapport	5,66
Teacher	5,50
Task	5,49
Self-confidence	5,45
Comparison	5,36
Effort	5,30
Language usefulness	5,28
Goal	5,27
Climate	5,23
Autonomy	5,20
Interest	5,11
Group	4,91
Finished product	4,89
Reward	4,70
Personal Relevance	4,54
Culture	4,52
Peer-modeling	4,46

These results show where the statistical difference of the combined student and teacher rankings is, which means those conceptual domains that are grouped together are similar to the results presented in Table 10 with the difference that the order of the motivational perceptions was different, since the students represent 92% of the responses of participants.

Student and teacher combined results indicate that *Rapport, Teacher and Task* are the most motivational conceptual domains*;* and *Peer-modeling, Culture and Personal Relevance* the least motivational. However, in order to determine which conceptual domains show a statistically significant difference in students' responses versus teachers'

responses, a series of ANOVA tests of one factor for each domain were run on the question with group (teacher vs. student) as the grouping variable and students' responses to each question as the dependent variables.

Table 12 presents the results of the ANOVA series of tests of a factor performed in each of the conceptual domains where three different conceptual domains were found to be statistically significant: "Goal" (F (1, 59) = 7,014; p= 0,010); "Culture" (F (1, 59) = 11,366; p= 0,001) and "Group" (F (1, 59) = 9,671; p= 0,003).

Table 12. ANOVA Test on Averaged Questions Results (students vs teachers)

Domains	Students	Teachers	F	p
Teacher	5,513	5,300	0,988	0,324
Climate	5,250	5,050	0,635	0,429
Task	5,476	5,667	0,633	0,429
Rapport	5,643	5,800	0,340	0,562
Self-confidence	5,464	5,360	0,238	0,627
Interest	5,134	4,875	0,807	0,373
Autonomy	5,239	4,920	1,928	0,170
Personal Relevance	4,518	4,800	0,232	0,632
Goal	**5,318**	**4,680**	**7,014**	**0,010**
Culture	**4,647**	**3,100**	**11,366**	**0,001**
Group	**4,996**	**3,950**	**9,671**	**0,003**
Effort	5,286	5,400	0,124	0,726
Language usefulness	5,286	5,200	0,031	0,861
Reward	4,768	4,000	1,377	0,245
Finished product	4,911	4,600	0,438	0,511
Comparison	5,375	5,200	0,138	0,711
Peer-modeling	4,554	3,400	2,157	0,147

5. Chapter V. Discussion

This chapter discusses the findings of the present study through which the three questions of the research were addressed: What teachers' practices do students consider help them become more engaged in their English learning process?; What motivational strategies used in the classroom do teachers consider are the most effective? ; and How do the perceptions of teachers and students compare?. by means of a dialogue between the evidence provided by the results from the perceptions of students and teachers on motivational teaching strategies in an EFL class at ITD Cruzada Social to consider which of them are the most effective, and the conceptual support from similar studies.

The results from students' and teachers´ perceptions in this discussion were categorized into the theoretical framework of Dörnyei and Csizer (1998) and Ruesch (2009) about motivational teaching strategies to observe the similarities and differences of these results on which strategies students engage for EFL learning.

Two of the research questions of this study were about what teachers' practices students and teachers consider the most motivational in the English learning process. This analysis started by analyzing micro-strategies and then the conceptual domains.

In order to answer the above questions, the means of students' and teachers' responses of the motivational teaching practices were rank-ordered on top ten teaching strategies considered the most motivational by students and teachers in two separate lists as those of the Hungarian, Taiwanese and North American teachers in Dörnyei & Csizer (1998), and those at Brigham Young University from Ruesch (2009) research.

Table 13 presents a side by side comparison of the result of this study of the most motivational teaching strategies to the least motivational ones on students' and teachers´

perceptions. They agree on five teaching practices as the most motivational: "*Properly prepare for the lesson*", "*Show a good example by being committed and motivated to helping the students succeed*", "*Develop a good relationship with the students", "Create a pleasant atmosphere in the classroom*" and "*Provide guidance about how to do the task*".

Table 13. Top 10 Teaching Practices Side-by-side. (Barandica, 2019)

Top 10 Student Perceptions	Student Mean	Top 10 Teacher Perceptions	Teacher Mean
Properly prepare for the lesson	5,64	Properly prepare for the lesson	5,80
Bring in humor, laughter and smile	5,64	Give clear instructions	5,80
Show a good example by being committed and motivated to helping the students succeed	5,59	Develop a good relationship with the students	5,80
Create a pleasant atmosphere in the classroom	5,59	Encourage students	5,80
Provide guidance about how to do the task	5,57	Clearly state the purpose and the utility of every task	5,60
Explain that mistakes are a natural part of learning	5,57	Provide guidance about how to do the task	5,60
Give clear instructions	5,55	Tailor instruction to meet the specific language goals and needs of the students	5,60
Develop a good relationship with the students	5,52	Clearly state the purpose and the utility of every task	5,60
Behave naturally and genuinely in class	5,50	Show a good example by being committed and motivated to helping the students succeed	5,40
Teach various learning strategies	5,50	Create a pleasant atmosphere in the classroom	5,40

The result here shows the students´ preference for the traditional role of the teacher as the provider of knowledge, as a model to follow, as the manager interested in creating

conditions for them for successful learning. How easy the teacher makes them understand the task is relevant for the students: they need to have a clear idea of what they are supposed to do; and the relationship that students have with their teachers seems to facilitate student motivation for learning.

This finding relates to the beliefs that the most prominent model in the classroom is the teacher (Dörnyei, 1994); and that teachers are charged to initiate their motivation, as Astuti (2013) asserts: "The teachers are one crucial aspect in boasting the students' motivation in learning the language" (p.28). The teachers' commitment in teaching produces in them engagement for learning.

On the other hand, teachers themselves consider as Sugita (2010) claims "What teachers do is therefore the key determinant for motivating language learners" (p.22); as well as their practice positively affects students' motivation (Guilloteaux & Dörnyei, 2008).

Teachers give relevance to "Provide guidance about how to do the task" for increasing students' motivation as Dörnyei and Csizer (1998) state "the way teachers present a task is a powerful tool in raising students' interest in the activity (p.215)".

Similarly, teachers must bear in mind some features that all successful teachers must possess according to Sternberg & Subotnik (2006): "dedicated, aware of the needs of his/her students, attentive to all his/her students during class, always engaged intellectually and emotionally, having high expectations from his/her students, recognizing both the weaknesses and qualities of students (p.106)".

Table 14 presents a side by side comparison of the most motivational teaching strategies to the least motivational in the result of Ruesch (2009).

Table 14. Top 10 Teaching Practices Side-by-side (Ruesch, 2009).

Top 10 Students Perceptions	Students Mean	Top 10 Teachers Perceptions	Teachers Mean
Show a good example by being committed and motivated to helping the students succeed	5,52	Show a good example by being committed and motivated to helping the students succeed	5,67
Behave naturally and genuinely in class	5,40	Encourage questions and other contributions from the students	5,53
Bring in humor, laughter and smile	5,37	Bring in humor, laughter and smile	5,43
Develop a good relationship with the students	5,31	Encourage students	5,43
Create a pleasant atmosphere in the classroom	5,26	Familiarize the learners with the culture of the language they are learning	5,37
Use activities and have fun in class	5,24	Properly prepare for the lesson	5,33
Encourage students	5,23	Develop a good relationship with the students	5,33
Give clear instructions	5,22	Create a pleasant atmosphere in the classroom	5,27
Be as sensitive and accepting as possible	5,20	Avoid any comparison of students to one another	5,27
Provide guidance about how to do the task	5,17	Use activities and have fun in class	5,23

Ruesch's study shows that teachers and students agree on six teaching practices as being the most motivational: "Show a good example by being committed and motivated to helping the students succeed", "Bring in humor, laughter and smile", "Develop a good relationship with the students", "Create a pleasant atmosphere in the classroom", "Use activities and have fun in class", and "Encourage students". "This suggests that students and teachers believe that concentrating on the same teaching practices will increase students' motivation to learn (Ruesch, 2009, p.34)."

Table 15 shows the micro-strategies on top ten teaching practices of Ruesch (2009) study versus the results of this study on students' perceptions.

Table 15. Comparison of Ruesch with Barandica on top ten students' perceptions.

Top ten students Perceptions (Ruesch)	Top ten students Perceptions (Barandica)
Show a good example by being committed and motivated to helping the students succeed	Properly prepare for the lesson
Behave naturally and genuinely in class	Bring in humor, laughter and smile
Bring in humor, laughter and smile	Show a good example by being committed and motivated to helping the students succeed
Develop a good relationship with the students	Create a pleasant atmosphere in the classroom
Create a pleasant atmosphere in the classroom	Provide guidance about how to do the task
Use activities and have fun in class	Explain that mistakes are a natural part of learning
Encourage students	Give clear instructions
Give clear instructions	Develop a good relationship with the students
Be as sensitive and accepting as possible	Behave naturally and genuinely in class
Provide guidance about how to do the task	Teach various learning strategies

The shaded cells show the perceptions that share exactly the micro-strategies that both groups of students included in the top ten. These students' beliefs were similar. They agree on the same 7 teaching practices that foster their motivation in EFL learning.

These results agree with the considerations of William & William (2011), "One of the five key ingredients impacting students' motivation must be *the teacher* (p.2)." According to them, the teacher must be "inspirational".

Table 16 shows the micro-strategies on top ten teaching practices of Ruesch (2009) study versus the results of this study on teachers' perceptions.

Table 16. Comparison of Ruesch with Barandica on top ten teachers' perceptions.

Top ten teachers Perceptions (Ruesch)	Top ten teachers Perceptions (Barandica)
Show a good example by being committed and motivated to helping the students succeed	Properly prepare for the lesson
Encourage questions and other contributions from the students	Give clear instructions
Bring in humor, laughter and smile	Develop a good relationship with the students
Encourage students	Encourage students
Familiarize the learners with the culture of the language they are learning	Clearly state the purpose and the utility of every task
Properly prepare for the lesson	Provide guidance about how to do the task
Develop a good relationship with the students	Tailor instruction to meet the specific language goals and needs of the students
Create a pleasant atmosphere in the classroom	Clearly state the purpose and the utility of every task
Avoid any comparison of students to another	Show a good example by being committed and motivated to helping the students succeed
Use activities and have fun in class	Create a pleasant atmosphere in the classroom

The similarities in both groups of teachers are fewer than those found in students' perceptions on motivational teaching practices. Motivational practices are seen by these teachers through a different lens. They have in common: to involve students showing them as a role model: to reinforce the students' self- confidence to succeed in learning; to incorporate different strategies where a healthy relationship is stablished in classroom; and to grant students an atmosphere in which they feel comfortable and supportive.

Ruesch (2009) teachers' perceptions differ from this study in the teaching practices related to helping students become responsible for their learning, providing them with opportunities to develop a better understanding of the foreign culture, and preventing the effects of social comparison that can hinder motivation in the classroom. On the other

hand, Teachers´perceptions in this study underscore the importance of engaging students by tailoring activities so that they achieve the suggested goals for EFL learning.

To better understand the results given by motivational strategies, they were grouped into conceptual domains. The results of combined students and teachers ranking from this study as well as the Ruesch (2009) study indicate little statistical difference and suggest that students' and teachers' perception of motivational strategies are similar. However, in this study, to determine which conceptual domain shows a statistically significant difference between students' and teachers' groups, one-way Analysis of Variance (ANOVA) tests by question (conceptual domain) were run, one from the students' responses and one from the teachers' responses. And in order to know precisely where the significant difference between the conceptual domains is found, a post-hoc analysis of Tukey was performed.

In contrast to the study conducted by Ruesch, who subdivided the domains according to statistical significance in the post hoc test in ten and nine subgroups for the motivational perceptions of students and teachers, respectively; in this study, it was only subdivided into two subgroups in both students and teachers, presenting 15 domains with the same level of statistical significance in teachers. This difference can be attributed to the fact that the same post hoc analysis of the Ruesch study may not have been used, or that there was greater variability in the data in this study.

Regarding the results on how the perceptions of teachers and students compare, it can be said there is a close relationship between students´ and teachers´perceptions concerning the most effective and the least motivational teaching practices. Students and teachers in this study and Ruesch´s (2009) ranked *Rapport* as the most motivational conceptual domain. It means the positive relation between students and teachers is relevant to increase students' engagement in foreign language.

In this study, the students' responses on the conceptual domains: *Rapport, Teacher, Task, Self-confidence, Comparison, Goal, Effort, Language usefulness, Climate, Autonomy and Interest* show they are not statistically different from each other, but they have differences with the conceptual domains: *Group, Finished product, Reward, Culture, Peer-modeling and Personal Relevance*. From the teachers' responses, two statistically significant groups were observed: one with 15 domains and the other group with two domains; that is, the conceptual domains *Peer-modeling and Culture* were the only statistically significant ones with respect to the others (table 6).

Considering students` and teachers` perceptions from this study, 11 conceptual domains were statistically similar, but *Rapport* places higher importance on teaching practices followed by *Teacher, Task, Self-confidence, Comparison, Effort, Language usefulness, Goal, Climate, Autonomy,* and *Interest* (table 7).

These findings are supported by Dörnyei and Csizer (1998) who carried out a similar study in Hungary to rate the importance of each teaching practice. Based on their results, they made a rank ordered list of the most motivational conceptual domains, which they called the *Ten Commandments for motivating language learners*. Table 17 presents the list of the most motivational practices according to Dörnyei and Csizer (1998).

Table 18 shows a comparison between the Ten Commandments for Motivating Language Learners of Dörnyei and Csizer (1998), the most motivational conceptual domains according to students and teachers in Ruesch (2009) study, and the most motivational conceptual domains according to students and teachers from this current study.

Table 17. Ten Commandments for Motivating Language Learners.

Rank	CD	Description
1	Teacher	Set a personal example with your own behavior.
2	Climate	Create a pleasant, relaxed atmosphere in the classroom.
3	Task	Present the tasks properly.
4	Rapport	Develop a good relationship with the learners.
5	Self- confidence	Increase the learners' linguistic self-confidence.
6	Interest	Make the language classes interesting.
7	Autonomy	Promote learner autonomy.
8	Personal Relevance	Personalize the learning process.
9	Goal	Increase the learners' goal-orientedness.
10	Culture	Familiarize learners with the target culture.
18	Comparison	Avoid comparing students one to another.

Table 18. Comparison of Csizer and Dörnyei, and Ruesch with Barandica

Rank	Csizer and Dörnyei CD	Rank	Ruesch CD	Rank	Barandica CD
1	Teacher	1	Teacher Rapport	1	Rapport
2	Climate	2	Climate	2	Teacher
3	Task	3	Task Self-confidence	3	Task
4	Rapport	4	Personal Relevance Interest Comparison	4	Self-confidence
5	Self-confidence	5	Language Usefulness Autonomy Effort	5	Comparison
6	Interest	6	Goals	6	Effort
7	Autonomy	7	Group Culture	7	Language usefulness
8	Personal Relevance	8	Reward		Goal
9	Goal	9	Peer-modeling Finished Product		Climate
10	Culture				Autonomy Interest

The difference in the three studies findings is remarkable, because it supports the emphasis of collecting information from the main actors of the pedagogical process: students and teachers from the same EFL context.

There are more similarities than differences among the results from these studies. These findings show that Dörnyei and Csizer´s (1998) and this study have in common eight conceptual domains. On the top ten of Dörnyei and Csizer´s (1998) appeared *Personal Relevance* and *Culture* conceptual domains as well as Ruesch´s (2009) that are not listed in this study; the *Group* conceptual domain is in Ruesch´s (2009) study, but in this study it is missing as well. *Language usefulness* conceptual domain was not found in Dörnyei and Csizer (1998) but in Ruesch´s (2009) top ten conceptual domains and in this study is ranked number 5 and 7 respectively, given the importance from students and teachers on the great opportunities that mastering English as a foreign language offers.

To look not only at the similarities, but also at the differences between students´ and teachers´ perceptions on conceptual domains in this study, a one-way ANOVA group (students and teachers) by question was performed to determine if there was a statistically significant difference. The results show that students and teachers rankings were statistically similar. The post-hoc Tukey test revealed that although 14 of the conceptual domains were statistically the same between groups, three were statistically different: *Culture*, *Group* and *Goal.* Table 13 presents a list of the conceptual domains that were statistically different.

Conceptual Domain	***F***	***P***
Culture	11,366	0,001
Group	9,671	0,003
Goal	7,014	0,010

The first conceptual domain that is statistically different between student and teacher groups is *Culture.* Students ranked *Culture* higher than teachers as the fifteenth highest domain, whereas teachers ranked *Culture* as the seventeenth highest. Students place significantly (p= 0,001) higher importance on teaching practices related to *Culture* than teachers do. Students consider that learning English involves cultural awareness and intercultural competence, whilst teachers appear to mainly achieve linguistic goals and consider the promotion of cultural awareness in their students less important.

Group is another conceptual domain with a statistically significant difference between student and teacher groups. Students also place significantly (p=.0003) higher importance on teaching practices related to *Group* than teachers do. Students ranked *Group* as the twelfth highest mean, and teachers ranked *Group* as the fifteenth highest mean. This suggests that students believe "Include group work and activities inside and outside of class" to be a significantly more motivational teaching practice than teachers do.

The last conceptual domain that has a statistically significant difference between student and teacher groups is *Goal. Goal* is the most statistically different of each of the three statistically different conceptual domains (p=0,010). Students ranked *Goal* as the sixth highest mean, and teachers ranked *Goal* as the twelfth highest mean. This means that students perceive teaching practices related to achievement goal orientations vital for their ongoing motivation.

> Having goals makes learners aware of their actions, efforts, and even their time management skills. Setting goals obligates them to act, regardless of the obstacles that may be in place. As such, it can encourage students to develop critical thinking skills, new problem-solving techniques, and a better understanding of how to overcome issues" (Atieno, 2018, The New Times).

6. Chapter VI. Conclusions

The focus of this study has been on motivational teaching strategies used by high school English teachers in Barranquilla, Colombia. As explained in the introductory chapter, there are very scarce studies in Colombia that evidence the importance of implementing effective motivational strategies considering students´ and teachers´perceptions in a public high school context.

Chapter II, the theoretical framework, was centered on the review of relevant literature for effective teaching strategies to empower students to succeed in learning English as a Foreign Language (EFL).

Chapter III presented the methodological stages of this study with data compiled through two online questionnaires implemented and validated by Ashley Ruesch (2009) in her study "Student and teacher perception of motivational strategies in the Foreign Language Classroom" at Brigham Young University but in a different context, Barranquilla, Colombia.

Chapter IV described the findings of this research, analyzing the questionnaires´ results of students´ and teachers' perceptions about motivational teaching strategies in two subsections: the micro-strategies (teaching practices); and conceptual domains.

Chapter V examines, interprets, qualifies and draws inferences from the findings of this research through which the three research questions were addressed. As well as establishing similarities and differences between these results and those from Ruesch (2009) ´research.

Finally, this chapter presents the concluding comments in the light of the objectives set out in this research.

The first objective of this research was to determine what teaching practices students find motivational. The students who participated in this study agree on the following teaching practices as the most motivational: “Properly prepare for the lesson”; “ Bring in humor, laughter and smile”; “Show a good example by being committed and motivated to helping the students succeed”; “Create a pleasant atmosphere in the classroom”; “Provide guidance about how to do the task”; “Explain that mistakes are a natural part of learning”; “Give clear instructions”; “Develop a good relationship with the students”; “ Behave naturally and genuinely in class”; and “Teach various learning strategies”.

The second objective was to identify what teaching practices teachers can use in the classroom to arouse students’ motivation to learn English as a foreign language. Teachers from this research considered as most motivational: “Properly prepare for the lesson”; “Give clear instructions”; “Develop a good relationship with the students”; “Encourage students”; “ Clearly state the purpose and the utility of every task”; “Provide guidance about how to do the task”; “Tailor instruction to meet the specific language goals and needs of the students”; “Clearly state the purpose and the utility of every task”; “Show a good example by being committed and motivated to helping the students succeed”; and “Create a pleasant atmosphere in the classroom”.

These objectives were reached leading to the third question on how the perceptions of teachers and students compare. Data from teachers’ and students’ perceptions about teaching strategies agree on five micro-strategies. Both groups coincide that “*Properly prepare for the lesson*” is the most motivational practice. And they considered “*Invite*

experienced students to talk about their positive learning experiences"; "Find pen pals or "key pals" (Internet correspondents)"; and "*Personalize the learning process*" as the least motivational. Three different conceptual domains were found in Table 12 to be statistically significant: Goal, Culture and Group. This means, there is a contrast between students' and teachers ´motivational perception of a specific conceptual domain. One group considered it to be more motivational than the other.

6.1 Implications

Future research in Colombia needs to involve students' and teachers ´perceptions on teaching practices in public schools to find ways to increase students' performance. The sense of success would be possible if all those involved in the educational process were able to understand which motivational teaching strategies suit in a particular context considering the students' needs.

Additionally, teachers should learn which motivational teaching strategies are effective in increasing students´ motivation in EFL learning.

6.2 Limitations:

Although the questionnaires used in this study were similar to Dörnyei and Csizer's (1998) and Ruesch's (2009) in their researches, the potential limitations of this study regarding the interpretation of the findings about the description of the students' and teachers´ perceptions about teaching strategies lie in the use of closed item questionnaires to represent their beliefs by the nature of the instruments used. as well as the number of students and teachers of the study is relatively small when seeking to make generalizations to the public-school context.

6.3 Directions for further research

Based on the limitations of the current study, the following directions are outlined for further research:

First, to gain a better understanding of the participants´ perceptions, it would be useful to confirm information with the participants through interviews and classroom observations.

Second, to apply the same study at other public schools to compare results for improving teaching and learning processes in schools.

This study can be viewed as a contribution to the Colombian academic performance in EFL learning by focusing on how motivational teaching strategies may influence students' motivation and to help teachers adapt their practices in meeting the diversity of needs, abilities, and interest of students.

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8. Appendixes

Appendix A-Permission letter

Barranquilla, August 15th, 2019

Author: Ashley Ruesch,
Publication: Students and Teacher Perceptions of Motivational Strategies in the Foreign Language Classroom
E-mail: ashley.ruesch@gmail.com
Dear Ashley,

My name is Eunice Barandica Sabalza. I am from Barranquilla, Colombia. I am studying my master's degree at Universidad del Norte and I am carrying out my thesis about motivational strategies based on student and teacher perceptions like your work but in a different context: in a Colombian high public school.

I am requesting your permission to use your teacher and student survey questionnaires because I would like to include them on my thesis.

Sincerely,

Eunice Barandica Sabalza

My thesis: Student and teacher perceptions on motivational teaching strategies in a public high School.
Universidad del Norte.
E-mail: eubasa72@hotmail.com
Phone number: 3187674055
Dear Eunice,

I give permission for you to use the teacher and student survey questionnaires in any capacity you need for your thesis.

Ashley Ruesch Cummings

Appendix B-Student Survey Questions

Dear student: We are conducting a study about teaching practices in this school. We would like to know what you think about the strategies and actions used by your English teacher. No one at school will ever learn how you personally answered this questionnaire, so please answer honestly and completely.

Following is a list of various teaching practices that are sometimes used by foreign language teachers. For each item, please indicate how big a role that practice plays in motivating you to learn the language. Choose one number only.

0 = My teacher does not use this practice.

1 = This practice has no effect on my motivation.

2 = This practice plays only a minor role in motivating me.

3 = This practice plays somewhat of a role in motivating me.

4 = This practice plays a considerable role in motivating me.

5 = This practice plays a major role in motivating me.

Practices used by teachers. Circle one number only

The teacher properly prepares for the lesson.	0 1 2 3 4 5
The teacher shows a good example by being committed and motivated to helping the students succeed.	0 1 2 3 4 5
The teacher tries to behave naturally and is genuine in class.	0 1 2 3 4 5
The teacher is sensitive and accepting as they can be.	0 1 2 3 4 5
The teacher creates a pleasant atmosphere in the classroom.	0 1 2 3 4 5
The teacher brings in humor, laughter and smiles.	0 1 2 3 4 5
The teacher uses activities and has fun in class.	0 1 2 3 4 5
The teacher has game-like competitions in class.	0 1 2 3 4 5
The teacher gives clear instructions.	0 1 2 3 4 5
The teacher provides guidance about how to do the task.	0 1 2 3 4 5

The teacher clearly states the purpose and the utility of every task. 0 1 2 3 4 5

The teacher develops a good relationship with the students. 0 1 2 3 4 5

The teacher gives positive feedback and appraisal. 0 1 2 3 4 5

The teacher encourages students. 0 1 2 3 4 5

The teacher explains that mistakes are a natural part of learning. 0 1 2 3 4 5

The teacher selects tasks that do not exceed the learners' competence. 0 1 2 3 4 5

The teacher selects interesting tasks. 0 1 2 3 4 5

The teacher chooses interesting topics. 0 1 2 3 4 5

The teacher offers a variety of materials. 0 1 2 3 4 5

The teacher varies the activities. 0 1 2 3 4 5

The teacher makes tasks challenging to involve the students. 0 1 2 3 4 5

The teacher builds on the learners' interest rather than tests or grades as the main energizer for learning. 0 1 2 3 4 5

The teacher raises learners' curiosity by introducing unexpected or exotic elements. 0 1 2 3 4 5

The teacher encourages creative and imaginative ideas. 0 1 2 3 4 5

The teacher encourages questions and other contributions from the students. 0 1 2 3 4 5

The teacher shares as much responsibility to organize the learning process with the students as possible. 0 1 2 3 4 5

The teacher fills the tasks with personal content that is relevant to the students. 0 1 2 3 4 5

The teacher helps the students develop realistic expectations about learning. 0 1 2 3 4 5

The teacher sets up several specific learning goals for the learners. 0 1 2 3 4 5

The teacher increases the group's goal-orientedness. 0 1 2 3 4 5

The teacher tailors instruction to meet the specific language goals and needs of the students. 0 1 2 3 4 5

The teacher helps students design their individual study plans. 0 1 2 3 4 5

The teacher familiarizes the learners with the culture of the language they are learning. 0 1 2 3 4 5

The teacher uses authentic materials (i.e. printed or recorded materials that were produced for native speakers rather than students). 0 1 2 3 4 5

The teacher includes group work in class. 0 1 2 3 4 5

The teacher helps students to get to know one another. 0 1 2 3 4 5

The teacher helps students realize that it is mainly effort that is needed for success. 0 1 2 3 4 5

The teacher emphasizes the usefulness of the language. 0 1 2 3 4 5

The teacher gives the learners other rewards besides grades. 0 1 2 3 4 5

The teacher avoids any comparison of students to one another. 0 1 2 3 4 5

The teacher invites experienced students to talk about their positive learning experiences. 0 1 2 3 4 5

The teacher teaches various learning strategies. 0 1 2 3 4 5

The teacher allows me real choices about as many aspects of learning as possible. 0 1 2 3 4 5

The teacher acts as a facilitator. 0 1 2 3 4 5

Teacher makes sure that students experience success regularly. 0 1 2 3 4 5

Appendix C- Teacher Survey Questions

Dear teacher: Following is a list of various teaching practices that are sometimes used by foreign language teachers. For each item, please indicate how big a role that particular practice plays in motivating your students to learn the language. Use the following answer key. Choose one number only.

0 = I do not use this practice.

1 = This practice has no effect on my students' motivation.

2 = This practice plays only a minor role in motivating my students.

3 = This practice plays somewhat of a role in motivating my students.

4 = This practice plays a considerable role in motivating my students.

5 = This practice plays a major role in motivating my students.

Practices used by teachers	Circle one number only
I properly prepare for the lesson.	0 1 2 3 4 5
I show a good example by being committed and motivated to helping the students succeed.	0 1 2 3 4 5
I try to behave naturally and am genuine in class.	0 1 2 3 4 5
I am sensitive and accepting as I can be.	0 1 2 3 4 5
I create a pleasant atmosphere in the classroom.	0 1 2 3 4 5
I bring in humor, laughter and smile.	0 1 2 3 4 5
I use activities and have fun in class.	0 1 2 3 4 5
I have game-like competitions in class.	0 1 2 3 4 5
I give clear instructions.	0 1 2 3 4 5
I provide guidance about how to do the task.	0 1 2 3 4 5
I clearly state the purpose and the utility of every task.	0 1 2 3 4 5
I develop a good relationship with the students.	0 1 2 3 4 5
I give positive feedback and appraisal.	0 1 2 3 4 5
I make sure that students experience success regularly.	0 1 2 3 4 5
I encourage students.	0 1 2 3 4 5
I explain that mistakes are a natural part of learning.	0 1 2 3 4 5

I select tasks that do not exceed the learners' competence. 0 1 2 3 4 5

I select interesting tasks. 0 1 2 3 4 5

I choose interesting topics. 0 1 2 3 4 5

I offer a variety of materials. 0 1 2 3 4 5

I vary the activities. 0 1 2 3 4 5

I make tasks challenging to involve the students. 0 1 2 3 4 5

I build on the learners' interest rather than tests or grades as the main energizer for learning. 0 1 2 3 4 5

I raise learners' curiosity by introducing unexpected or exotic elements. 0 1 2 3 4 5

I encourage creative and imaginative ideas. 0 1 2 3 4 5

I encourage questions and other contributions from the students. 0 1 2 3 4 5

I share as much responsibility to organize the learning process with the students as possible. 0 1 2 3 4 5

I fill the tasks with personal content that is relevant to the students. 0 1 2 3 4 5

I help the students develop realistic expectations about learning. 0 1 2 3 4 5

I set up several specific learning goals for the learners. 0 1 2 3 4 5

I increase the group's goal-orientedness. 0 1 2 3 4 5

I tailor instruction to meet the specific language goals and needs of the students. 0 1 2 3 4 5

I help students design their individual study plans. 0 1 2 3 4 5

I familiarize the learners with the culture of the language they are learning. 0 1 2 3 4 5

I use authentic materials (i.e. printed or recorded materials that were produced for native speakers rather than students). 0 1 2 3 4 5

I invite native speakers to class. 0 1 2 3 4 5

I find penpals or "keypals" (Internet correspondents) for the students. 0 1 2 3 4 5

I include group work in class.	0 1 2 3 4 5
I help students to get to know one another.	0 1 2 3 4 5
I participate as an ordinary member of the group as much as possible.	0 1 2 3 4 5
I organize extracurricular activities outside class.	0 1 2 3 4 5
I help students realize that it is mainly effort that is needed for success.	0 1 2 3 4 5
I emphasize the usefulness of the language.	0 1 2 3 4 5
I give the learners other rewards besides grades.	0 1 2 3 4 5
I allow students to create products that they can display or perform.	0 1 2 3 4 5
I avoid any comparison of students to one another.	0 1 2 3 4 5
I invite experienced students to talk about their positive learning experiences.	0 1 2 3 4 5
I teach various learning strategies.	0 1 2 3 4 5
I allow students real choices about as many aspects of learning as possible.	0 1 2 3 4 5
I act as a facilitator.	0 1 2 3 4 5

Appendix D- Student Survey Micro-Strategy Results Rank-ordered

Teaching Practice	X
Properly prepare for the lesson	5,64
Bring in humor, laughter and smile	5,64
Show a good example by being committed and motivated to helping the students succeed	5,59
Create a pleasant atmosphere in the classroom	5,59
Explain that mistakes are a natural part of learning	5,57
Provide guidance about how to do the task	5,57
Give clear instructions	5,55
Develop a good relationship with the students	5,52
Teach various learning strategies	5,50
Behave naturally and am genuine in class	5,50
Encourage students	5,45
Act as a facilitator	5,45
Help the students develop realistic expectations about learning	5,45
Make sure that students experience success regularly	5,41
Increase the group's goal-orientedness	5,41
Use activities and have fun in class	5,41
Give positive feedback and appraisal	5,39
Avoid any comparison of students to one another	5,38
Help students realize that it is mainly effort that is needed for success	5,36
Help students design their individual study plans	5,36

Select interesting tasks	5,34
Build on the learners' interest rather than tests or grades as the main energizer for learning	5,34
Choose interesting topics	5,34
Be as sensitive and accepting as possible	5,32
Tailor instruction to meet the specific language goals and needs of the students	5,32
Clearly state the purpose and the utility of every task	5,30
Encourage creative and imaginative ideas	5,30
Vary the activities	5,29
Help students realize that it is mainly effort that is needed for success	5,29
Emphasize the usefulness of the language	5,29
Offer a variety of materials	5,27
Familiarize the learners with the culture of the language they are learning	5,27
Include group work in class	5,23
Allow students real choices about as many aspects of learning as possible	5,20
Encourage questions and other contributions from the students	5,16
Share as much responsibility to organize the learning process with the students as possible	5,09
Set up several specific learning goals for the learners	5,05
Participate as an ordinary member of the group as much as possible	5,05
Use authentic materials	5,02
Help students to get to know one another	4,95

Allow students to create products that they can display or perform	4,91
Make tasks challenging to involve the students	4,89
Select tasks that do not exceed the learners' competence	4,86
Give the learners other rewards besides grades	4,77
Organize extracurricular activities outside class	4,75
Raise learners' curiosity by introducing unexpected or exotic elements	4,75
Invite experienced students to talk about their positive learning experiences	4,55
Fill the tasks with personal content that is relevant to the students	4,52
Invite native speakers to class	4,46
Have game-like competitions in class	4,36
Find penpals or "keypals" (Internet correspondents) for the students	3,84

Appendix E -Teacher Survey Micro-Strategy Results Rank-ordered

Teaching Practice	X
Properly prepare for the lesson	5,80
Give clear instructions	5,80
Develop a good relationship with the students	5,80
Encourage students	5,80
Provide guidance about how to do the task	5,60
Clearly state the purpose and the utility of every task	5,60
Tailor instruction to meet the specific language goals and needs of the students	5,60
Show a good example by being committed and motivated to helping the students succeed	5,40
Behave naturally and am genuine in class	5,40
Create a pleasant atmosphere in the classroom	5,40
Give positive feedback and appraisal	5,40
Explain that mistakes are a natural part of learning	5,40
Choose interesting topics	5,40
Act as a facilitator	5,40
Include group work in class	5,40
Help students realize that it is mainly effort that is needed for success	5,40
Bring in humor, laughter and smile	5,20
Use activities and have fun in class	5,20
Teach various learning strategies	5,20
Select tasks that do not exceed the learners' competence	5,20

Make tasks challenging to involve the students	5,20
Help the students develop realistic expectations about learning	5,20
Emphasize the usefulness of the language	5, 20
Avoid any comparison of students to one another	5,20
Make sure that students experience success regularly	5,00
Select interesting tasks	5,00
Build on the learners' interest rather than tests or grades as the main energizer for learning	5,00
Share as much responsibility to organize the learning process with the students as possible	5,00
Vary the activities	4,80
Encourage creative and imaginative ideas	4,80
Fill the tasks with personal content that is relevant to the students	4,80
Increase the group's goal-orientedness	4,80
Help students to get to know one another	4,80
Encourage questions and other contributions from the students	4,80
Be as sensitive and accepting as possible	4,60
Allow students real choices about as many aspects of learning as possible	4,60
Set up several specific learning goals for the learners	4,60
Allow students to create products that they can display or perform	4,60
Have game-like competitions in class	4,40
Offer a variety of materials	4,40
Familiarize the learners with the culture of the language they are learning	4,40

Use authentic materials	4,40
Raise learners' curiosity by introducing unexpected or exotic elements	4,00
Give the learners other rewards besides grades	4,00
Participate as an ordinary member of the group as much as possible	3,40
Invite experienced students to talk about their positive learning experiences	3,40
Help students design their individual study plans	3,20
Find penpals or “keypals” (Internet correspondents) for the students	2,20
Organize extracurricular activities outside class	2,20
Invite native speakers to class	1,40

Author's Biography

Eunice Esther Barandica Sabalza was born in Barranquilla, Colombia on July 30, 1972. She is an English teacher in a public school in this city. She studied modern languages at Universidad del Atlántico with emphasis on Spanish and French and she began teaching these two languages in private high schools in Barranquilla. A few years later, French was stopped being taught in Colombian schools and this change in the national curriculum forced her to switch to English, which became, since then, her primary subject of study. She studied four semesters of English and finished her English studies at Universidad del Norte where she graduated in 2011. Three years later, she got her specialization degree in English teaching. Her desire to motivate her students, who are at present only girls, inspired her and gave her the necessary impulse to improve her English competences. With these renovated tools she has the greatest expectations about how to develop more effective strategies to motivate her students and help them become bilingual or at least make them aware of how important it is to know a foreign language and especially when that language is English. As a reward to all those efforts she received from Ministerio de Educación Nacional an invitation to have a three-week course on methodology and English teaching in November 2018. The training course took place in Leicester, England.

She expects that this work may help other teachers to implement strategies to make English an appealing subject in school.